

This Training is being Recorded.

When you enter the meeting, you've been put on mute.

Please feel free to unmute yourself and ask

questions as they come up

or

drop any questions in the Chat Box and we will answer them.

Teachers are...

Caring Understanding FUNNY Sharing Compassionate determined Passionate OCD Patient Reliable Family Hard Working AMAZING Flexible AVAILABLE RESILIENT patient DYNAMIC CHAMPION dedicated Role Models WONDERFUL Possess Purpose problem solvers Resilient Flexible Oriented MOTIVATED

Busy Remarkable INNOVATIVE Brave

Creative on the fly Forward Thinkers

Resourceful Innovative Adaptable

Writing Compliant IEPs – Measurable Goals (Avoiding Outcome Goals)

Maine DOE
Office of Special Services
Monitoring Team















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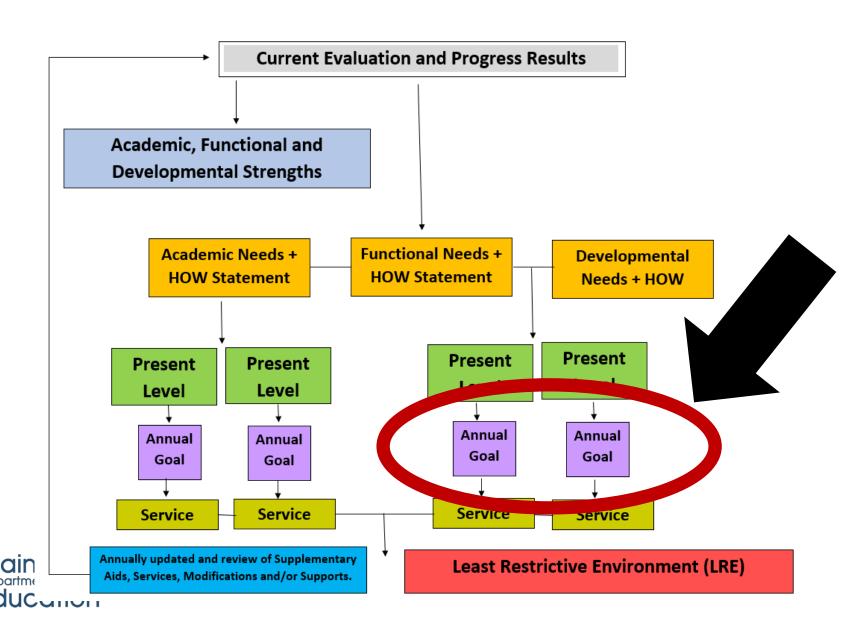


Procedural Manual in Chat Box





Individualized Education Plan IEP – Alignment





Outcomes are age-appropriate expectations.

We want **all** students to meet these expectations.



You would NOT want to write goals around Outcomes or Age-Appropriate Expectations.

Instead...

Use your **Data Collection** to help you identify **skills** that *might* facilitate a change in any outcome.

Work with your team to review evaluations and other info to determine Skill Deficits.



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Procedural Manual Pg. 26

Functional/Developmental present levels and annual goals should address gaps in the child's functional/developmental performance, <u>not</u> intended and hopeful outcomes (attendance, work completion, passing classes/grades).

Example:

If a child is not attending school, the child's IEP should not include a goal related to the child attending school 75% of the time. The functional/developmental needs, present levels, and goals should identify and address the gaps that are manifesting in the child not attending school (such as a need for instruction in the utilization of coping skills).



Think about it this way....

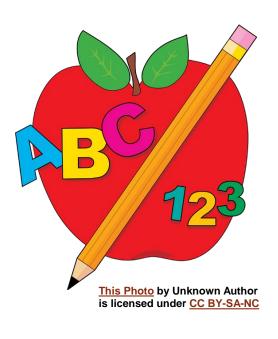


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<u>Academic</u>

- Reading
- Writing
- Listening
- Speaking
- Mathematical Problem Solving





Distinctly Measurable and Persistent Gaps (Needs)

Consider the following:

Might Include (there are others) –

- Reading: Decoding, Encoding, Fluency, Comprehension, Sight Words, Phonemic Awareness, Vocabulary, etc.
- Writing: Sentence Structure, Paragraph Development,
 Organization, Details, Proofreading, etc.
- <u>Listening/Speaking</u>: Story Retell, Collaboration, Language, Context, Describe, Summarizing, etc.
- Mathematical Problem Solving: Addition/Subtraction,
 Multiplication/Division, Word Problems, Fluency,
 Measurement, etc.

Functional

- Cognitive
- Communicative
- Motor
- Adaptive
- Social/Emotional
- Sensory



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Distinctly Measurable and Persistent Gaps (Needs)

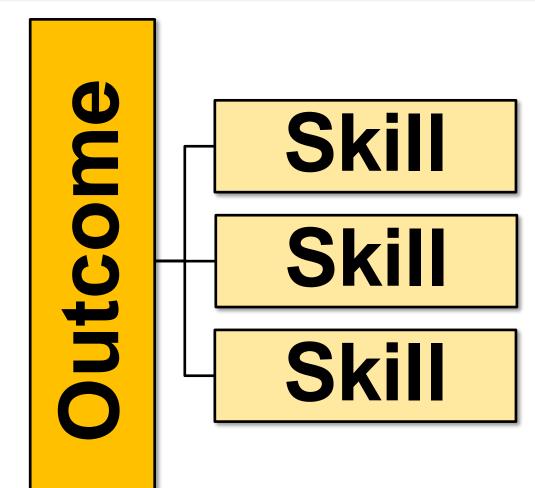
Consider the following:

Might Include (there are others) -

- <u>Cognitive</u>: Problem Solving, Self Awareness, Peer Interaction, Self Initiation, etc.
- Communicative: Receptive Language, Expressive Language, Pragmatic Language, Articulation, etc.
- Motor: Fine Motor, Gross Motor, Coloring, Cutting, Walking, Stairs, etc.
- Adaptive: Toileting, Handwashing, Cooking, Eating, Dressing, etc.
- Sensory: Processing, Attention to Task, Self Regulation, Self Advocacy, etc.

What are the outcomes we want the student to achieve? What are the skill deficits that interfere with their ability to reach that outcome?

Then... what will we teach them?





<u>Academic Outcome Based Goals</u> = <u>Academic Age-Appropriate Expectations</u>

What do we expect and/or want for ALL students?

Examples:

- Reading on Grade Level
- Math skills on Grade Level
- Writing skills on Grade Level



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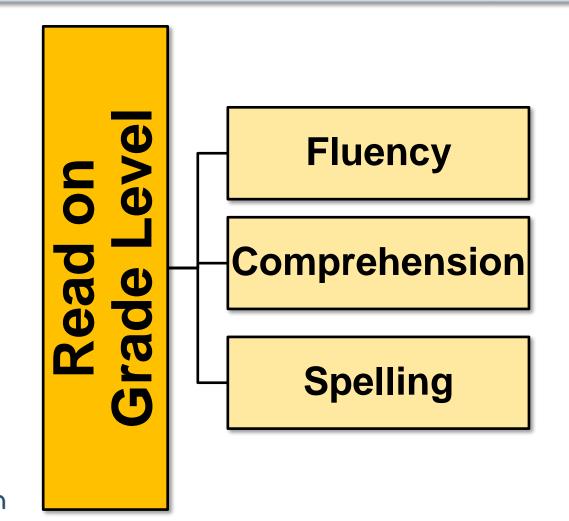


We want all children to read at their appropriate grade level.

The child has skill deficits in fluency, comprehension and spelling.

These deficits result in delayed an inability to read on grade level.

Therefore, we will work to teach them skills that = Reading on Grade Level.



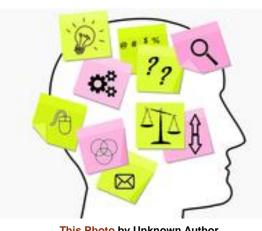
<u>Functional Outcome Based Goals</u> = Functional Age-Appropriate Expectations

What do we expect and/or want for ALL students?

Examples of Outcomes:

- Increased Attendance
- Increased Work Completion
- Decreased Aggression/Biting/Bolting etc.
- Increased Mask Wearing
- Increased Safety
- Increased Attention to Task



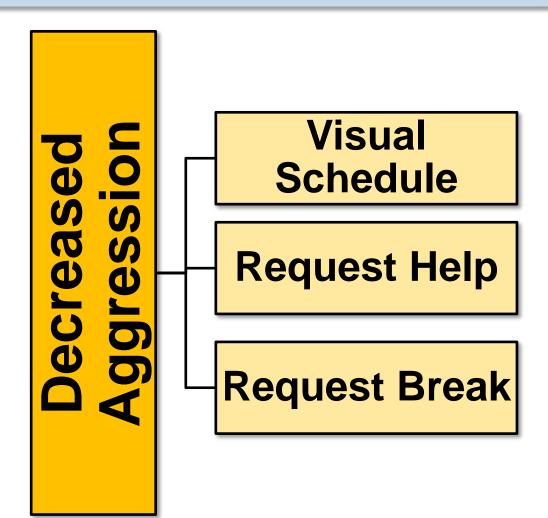


We want all children to participate without aggressions.

The child has skill deficits in using a visual schedule, requesting help/break.

These deficits result in aggressive behaviors.

Therefore, we will work to teach them skills that = Decreased Aggression



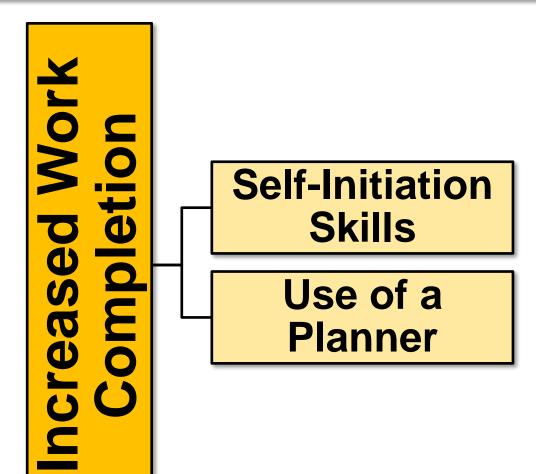


We want all children to complete their work.

The child has skill deficits in self-initiation and use of a planner.

These deficits result in an inability to complete work appropriately.

Therefore, we will work to teach them skills that = Increase Work Completion.



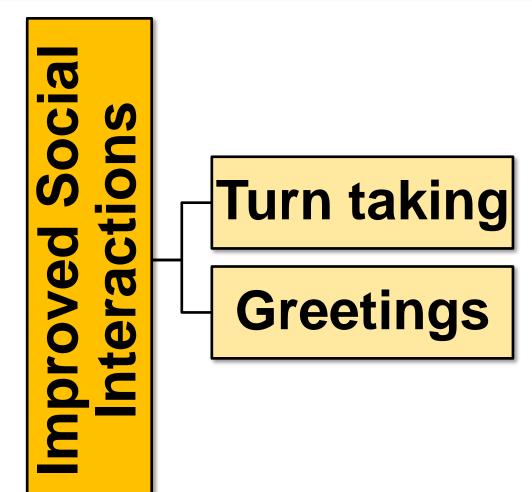


We want all children to have positive social interactions.

The child has skill deficits in turn taking and greetings.

These deficits result in inappropriate social interactions with peers.

Therefore, we will work to teach them skills that = Improve Social Interactions.



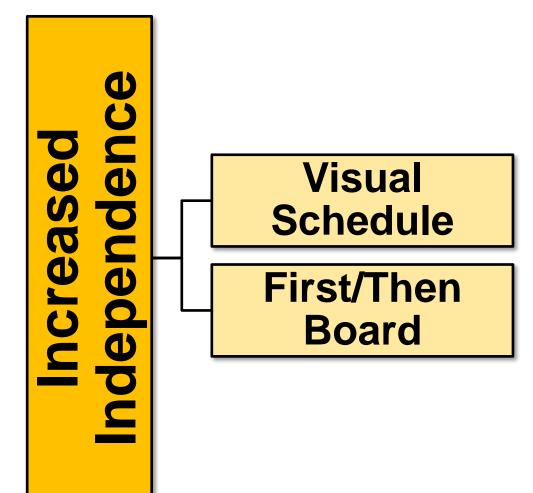


We want all children to be independent.

The child has skill deficits in using a visual schedule and First/Then board.

These deficits result in a lack of independence.

Therefore, we will work to teach them skills that = Increase Independence.





Consider Possible Skill Deficits:

Teach them ______

Communication Deficits?

- to request preferred color, size, shape, etc.
- to request "Help"
- to request, "Break"

Anxiety?

- First/Then and Non-Preferred/Preferred
- calming activities

• Impulsive?

- a visual schedule
- a visual timer
- self control/self regulation tools

Organization?

- to use a planner
- to write a To Do list



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Outcome	Decreased Aggressions	Alignment	
<u>Skill</u>	Request Help		
Present Level	Currently, with adult prompting and support, picks up the Help card, reaches to communicative partner and exchanges the Help card with 100% accuracy in 5/6 opportunities.		
<u>Goal</u>	When presented with contrived situations which require to request Help, will independently pick up the Help card, reach to communicative partner and exchange the Help card with 80% accuracy in 5/6 opportunities, as measured by data collection and teacher observation.		



In this example:

Decreased Aggression is the Outcome Therefore, we will work to teach the child to Request Help



Request Help



Functional Measurable Goal

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(j) & (ii):

Currently, with adult prompting and support, ---- picks up the Help card, reaches to communicative partner and exchanges the Help card with 100% accuracy in 5/6 opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 12/2/2022, ---- when presented with contrived situations which require ---- to request Help, ---- will independently pick up the Help card, reach to communicative partner and exchange the Help card with 80% accuracy in 5/6 opportunities, as measured by data collection and teacher observation.

Progress:

Outcome:

Decreased Aggression



Skill to Address or Reach that Outcome:

Requesting Help





- You will have to maintain data on Request Help for Progress Monitoring.
- You will also have to maintain data on Reduction of Aggressions to ensure that teaching the child to Request Help is effective.
- If Aggression data does not change, or decrease, then Requesting Help is not working.
- You might need to teach another skill.



Event Recording

Request Help – Child will follow the Task Analysis to Request Help

<u>Date</u>	<u>Task Analysis</u>	Yes or No	<u>Activity</u>
	Pick up	Y (N)	
10/10/2021	Reach	Y (N)	Circle Time
	Exchange	Y Y	
	Pick up	Y (N)	
10/11/021	Reach	Y	Circle Time
	Exchange	N (Y	
	Pick up	Y (N)	
10/13/021	Reach	N Y	Circle Time
	Exchange	N N	



Event Recording

<u>Aggressions</u> – Any instance of CHILD engages in any of the following behaviors:

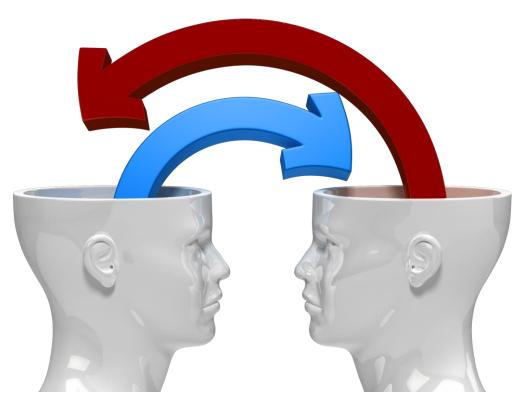
Hitting – uses a hand or arm with an open or closed fist to hit (make forceful contact) with another person

Non-Example: Common social interactions like High Fives,

<u>Date</u>	<u>Aggression</u>	Yes or No	<u>Activity</u>		
10/10/2021	Hitting	Y N	Circle Time		
10/11/021	Hitting	(A)	Circle Time		
INTRODUCED HELP CARD					
10/13/021	Hitting	Y	Circle Time		
10/14/021	Hitting	Y (V)	Circle Time		



Chat Box Interaction





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Let's Review...



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D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

Keith often refuses to come to school. Attendance is a concern.



What's wrong?



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D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and how do they affect the child's involvement and progress in the general education curriculum?

Keith often refuses to come to school. Attendance is a concern.

Tell us in the Chat Box why this is not compliant.



What's wrong?



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Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and how do they affect the child's involvement and progress in the general education curriculum?

Keith often refuses to come to school. Attendance is a concern.



- **Outcome based (age-appropriate expectation)**
- We want all kids to come to school
- No skill deficits
- No How statement

Instead...



D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and how do they affect the child's involvement and progress in the general education curriculum?

Keith has anxiety and self-regulation deficits.

These deficits impact his ability to attend school and participate in grade level activities.





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Let's Review...



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D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and how do they affect the child's involvement and progress in the general education curriculum?

Aggressions, including hitting and kicking are areas of concern for Julia.



What's wrong?



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D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and how do they affect the child's involvement and progress in the general education curriculum?

Aggressions, including hitting and kicking are areas of concern for Julia.

Tell us in the Chat Box why this is not compliant.



What's wrong?



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D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and how do they affect the child's involvement and progress in the general education curriculum?

Aggressions, including hitting and kicking are areas of concern for Julia.



- **Outcome based (age-appropriate expectation)**
- We want all kids to be free from aggressions
- No skill deficits
- No How statement

Instead...



D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

Julia has deficits in her communication skills, specifically in her expressive language (requesting Help, stating All Done, requesting Break or similar.)

This impacts her ability to interact without aggressions throughout her day and engage socially with same age peers.



If you are teaching supports that help a student to be successful, make sure those tools are added to Section 6 of the IEP.

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(j)).

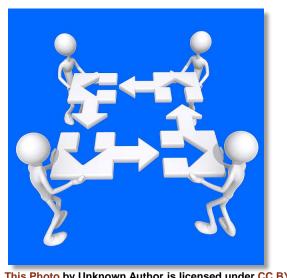
A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration
				Beginning/End Date
Sensory Tool Kit	☐ Classroom Instruction			
Help Card	☐ Classroom Assessment	Special Education		40/40/0000
Break Card	☐ District-wide Assessment	and Regular	As needed	12/13/2020-
Squishy	☐ State Assessment	Education		12/12/2021
First/Then Board				
Visual Aids and	☐ Classroom Instruction			
Supplements	☐ Classroom Assessment			
	☐ District-wide Assessment			
Daily Check In	☐ State Assessment	Special Education		12/12/2020
Reduce number of		and Regular Education	As needed	12/13/2020- 12/12/2021
problems to				
demonstrate proficiency				
	☐ Other			



We get this question a lot -

What about Related Services?

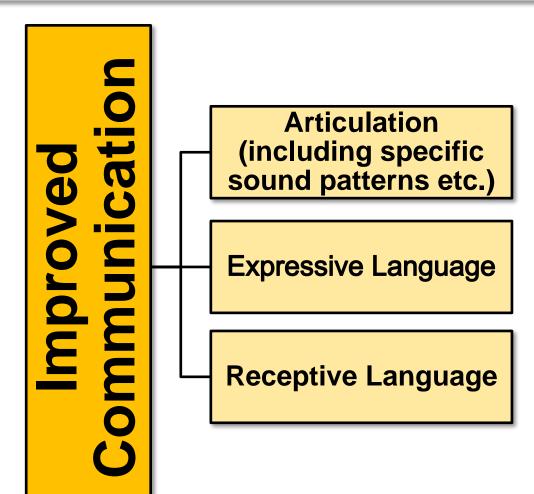
Outcome versus Skill





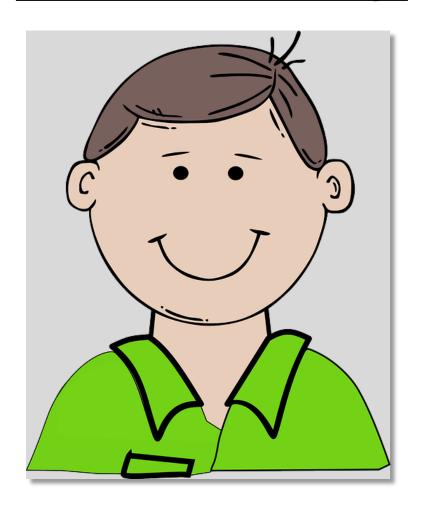


We want all children to have appropriate communication skills. The child has skill deficits in articulation, expressive/receptive language. These deficits result in decreased ability to communicate appropriately. Therefore, we will work to teach them skills that = Improve Communication.





Case Study





Walter

Case Study

- 4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))
- A. Results of all initial evaluations or most recent evaluations of the child:

Evaluations completed by Jane Doe on 10/15/21 and 10/17/21:

BASC - (Average T scores are in the range of 40 to 60)

Hyperactivity – T Score 80 Withdrawal – T Score 65

Attention Problems - T Score 70 ADLs - T Score 65

WJ-R - (Average standard scores are 90-110)

Passage Comprehension – SS 98

Written Expression - SS 70

Writing Fluency - SS 78

Word Attack - 79

B. Beyond the evaluative information in 4A, what are the academic, functional, and/or developmental strengths of the child?

Walter has strong comprehension skills and loves to read. He is friendly and works hard in school.

- **C.** Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?
 - Spelling
 - Writing Fluency
 - Written Expression

These deficits impact Walter's ability to access and participate in all grade level curriculum in the areas of writing.

- **D.** Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?
 - Self-Initiation
 - Organization

These deficits impact Walter's ability to engage socially with peers in all grade level activities.

E. If appropriate, what are the **developmental needs** of the child, and how do they affect the child's involvement and progress in the general education curriculum?



	5. MEASURABLE ANNUAL GOAL(S) (MUSER IX.3.A.(1)(b) & (c))	
	ACADEMIC PERFORMANCE (Part B, ages 3 - 20) refers to a child's ability to perform age appropriate peers) tasks and demonstrate appropriate skills in reading, writing, listening, speaking, and mate environment.	
	Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(j) & (ii)):	
	Walter spells CVC words with 35% accuracy.	T
	Measurable Goal (MUSER IX.3.A.(1)(b) & (c)	
	By date, given service, child's name will skill as measured by evidence.	
	By 11/1/2022, given specially designed instruction, Walter will be able to	
	spell CVC words with 90% accuracy, as measured by data collection, teacher	
	observation, work samples or similar. CCSS.ELA-LITERACY.RF.K.3.A	
	Objective(s) required? ☐ Yes ☐ No	
	By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.	
	by date, given service, child 3 hame will skill as measured by evidence.	
	Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(j) & (ii)):	
	Walter writes sentences with 3 words or fewer.	
	Measurable Goal (MUSER IX.3.A.(1)(b) & (c)	Progress:
	By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.	
	By 11/2/2022, given specially designed instruction, Walter will be able to	
	expand his writing by creating sentences that have 4 or more words with	
	80%, as measured by data collection, teacher observation, work samples or	
	similar. CCSS.ELA-LITERACY.W.1.2	
	Objective(s) required? ⊠ Yes □ No	
	By date, given service, c will skill as measured by evidence.	
	by date, given service, givin skin as measured by endence.	
	Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(j) & (ii)):	
	Given a definition, Walter expresses the correct vocabulary word with 50% acc	_
	Measurable Goal (MUSER IX.3.A.(1)(b) & (c)	Progress:
	By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.	
	By 12/2/2022, given specially designed instruction, Walter will be able to	
	express the correct vocabulary word with 80%, as measured by data	
	collection, teacher observation, work samples or similar, when given a	
.	definition. CCSS.ELA-LITERACY.SL.1.6	
Mair		
	Objective(s) required? ⊠ Yes □ No	
Departm	By <u>date</u> , given <u>service</u> , <u>c</u> will <u>skill</u> as measured by evidence.	
Educ		

Walter is not completing his work. However, Work Completion is an Outcome. We don't want to write a goal around the Outcome.

Teach the skills that will facilitate improvement in Work Completion.

Therefore, we will work to teach Walter Self-Initiation and write the goal in that area.



Self Initiation



Child's Name:	Date of Birth:			
FUNCTIONAL/DEVELOPMENTAL PERFORMANCE: Functional performance refers to how the child is managing daily activities in cognitive, communicative, motor, adaptive, social/emotional and sensory areas. Developmental performance refers to how the child is performing developmentally (comparable to same age/grade peers) in physical, cognitive, communicative, social, emotional, and/or adaptive areas.				
Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(j) & (ii):				
Walter initiates work tasks within 10 minutes with 2 adult prompts in 70% of opportunities.				
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)	Progress:			
By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.				
By 12/1/2022, Walter will demonstrate increased self-initiation skills by				
initiating work tasks within 5 minutes with less than 2 adult prompts in 80%				
of opportunities, as measured by data collection and teacher observation.				
Objective(s) required? Yes No				
By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.				
Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(į) & (ii):				
Walter seeks tools required for a task (i.e. pencil, crayons, scissors), by indep	endently retrieving			
or asking for the tool, in 25% of opportunities.				
Measurable Goal (MUSER IX.3.A.(1)(b) & (c)	Progress:			
By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.				
By 12/1/2022, Walter will seek tools required for presented tasks (i.e.				
pencil, crayons, scissors or similar), by independently retrieving or asking for				
the tool, in 50% of opportunities, as measured by data collection and				
teacher observation.				
Objective(s) required? ⊠ Yes ⊠ No				
By <u>date</u> , given <u>service</u> , <u>child's name</u> will <u>skill</u> as measured by evidence.				



Questions – Comments











Thank You

To the world you may be just a teacher but to your students you are a HERO!







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Education